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ABSTRACT

This paper presents a chronological guide (from hiring to evaluating) in directing associate faculty in communication studies. The paper reviews the small amount of research and advice published in this area. It discusses hiring and orienting associate faculty, standardization of the basic course in speech communication, and empowering, developing, and evaluating associate faculty. The paper draws on the personal experience of an associate faculty member and basic course director along with the results of a survey of associate faculty in the communication department at Indiana-Purdue University at Fort Wayne, which indicated that associate faculty did not grade significantly "easier" than regular faculty. Contains 11 references. A sample student evaluation form and an associate faculty survey are attached. (RS)

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Directing associate faculty: A rich resource for the basic course

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Abstract

This paper presents a chronological guide (from hiring to evaluating) in directing associate faculty. The small amount of research and advice published in this area is reviewed. The author also draws on her experience as an associate faculty member and basic course director along with a survey of associate faculty in the communication department at Indiana-Purdue University at Fort Wayne.

The paper is intended as a place for dialogue and research regarding directing associate faculty to begin.

Directing associate faculty: A rich resource for the basic course

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Thirty-eight to fifty-seven percent of instruction in higher education (four-year and graduate institutions) is done by associate faculty (Grusin & Reed, 1994). Percentages for the basic course may be even higher, especially in institutions with few/no graduate teaching assistants. Collectively, associate faculty have a real impact on the integrity and practicality of our programs. The Basic Course Director (BCD) needs to insure a positive impact .

Because associate faculty have particular strengths and problems unique to their situations, directing them requires a unique set of administrative skills. With that in mind, this paper undertakes a chronological discussion (hiring to evaluation) of a BCD's responsibilities and concerns when dealing with associate faculty.

Hiring associate faculty

The first responsibility of the BCD is to hire the best available associate faculty. Depending on the situation (number of associate faculty, rate of turnover etc.) , this process may need to begin well before a position is vacant. Creating and maintaining a pool of qualified applicants reduces the chance of having to staff a course inadequately. Periodical advertising in local and regional newspapers as well as by word of mouth can begin building a pool of qualified candidates. Ads should include

all the qualifications pertinent to the position, what documentation should be submitted with the application letter (resumes, recommendation letters, transcripts), and deadline dates. If no position is open, the department may still want to advertise and note in the ad that the department is creating a pool for future use (Hugenberg, 1993).

When a position is open, good candidates should be asked if their file may be kept in the pool if they are not hired at this time. Associate faculty hiring decisions may be made on the basis of availability or teaching experience between two well-qualified candidates. Anytime multiple high quality candidates are interviewed, their applications should be kept on file to increase the quality of the pool and give the BCD more flexibility, options, and peace of mind. To maintain this pool, periodically assure individuals of your continued interest in their employment and encourage candidates to inform you of address and availability changes.

Last minute vacancies which occurring due to sudden resignations or rises in enrollment can be quickly filled from this pool. For instance, one week before final registration (two weeks before classes began) in Fall of 1994, our department at Indiana-Purdue University was told by the school that, due to higher than expected enrollment, we needed to add three sections of the basic course. The department chair and BCD were both out of town. However, contingency plans had been left regarding previously interviewed applicants from the pool. The department secretary did quite a nice job of staffing all three sections in plenty of time for final registration!

Hiring choices are usually based upon the traditional criteria of education and experience. Associate faculty should have at least a Masters degree, preferably in communication. However, a Masters in a related field with a Bachelors Degree in Communication may be equally suitable. The types of education required and/or preferred depend on the institution and the availability of qualified applicants.

However, the BCD should review transcripts to discover whether the applicant has at least taken a course similar to the basic course (Hugenberg, 1993).

Actual classroom teaching experience is preferred. Lacking this, candidates experiences in communication training or facilitation can be considered. Experience such as communication consulting work; i.e., training workshops in negotiation, presentation skills, running effective meetings, are comparable to some teaching experience (although not equivalent to actual classroom experience). A candidate's experience should be considered in reference to the needs and backgrounds of the students. For instance, I recently interviewed an articulate, assertive businesswoman with just such experience. Given the large number of female returning adult students that we have, she would not only have been able to share useful experiences but would have been an excellent role model for many of our students. I would have hired her immediately except that another applicant had a doctorate degree. I was pleased to keep her name in our pool of associate faculty applicants.

The BCD also needs to consider information relevant to scheduling. Is the candidate available during the day? evenings? weekends? what times? Hiring excellent associate faculty is of little use if they are not available when needed.

The BCD, by him/herself or with a department chair and/or faculty committee, may be responsible for hiring associate faculty. Whoever does the hiring needs to be aware of standards set by the department, school, and university as well as salary information, scheduling possibilities and the probable term of the position. Applicants also need to know how standardized the course is and what resources will be available to them (office, computer, clerical help etc.).

Leslie (1978) offers some questions for consideration of the effectiveness of the associate faculty hiring process:

*Who initiates the hiring process?

*How many people (on the average) are contacted before the job is offered?

*How long does each "search" take?

*Is the position advertised in local publications?

*How much lead time is given to the part-time faculty member asked to teach?

*Are there criteria for selection?

*Do other full-time faculty in the department have an opportunity to meet the prospective faculty member?

*Are the credentials required of part-timers similar to those asked of full-timers?

*Does the college have a listing of potential part-time faculty readily available? (p. 78).

Orienting associate faculty

Handbook

Once hiring decisions are made, new associate faculty need an orientation to the basic course, the department, and the university. A handbook is highly recommended. Depending on the level of standardization of the course, the handbook may include sample syllabi, assignments, evaluation sheets and specific policies for the course: i.e., grading, testing, attendance requirements, and minimal requirements. It should also contain information regarding program philosophy and goals, as well as housekeeping kinds of things like parking, personnel forms, paychecks, library privileges and clerical support. Madsen and Mermer (1993) also recommend a set of formalized policies for all part-time instructors regarding role

expectations and responsibilities (office hours, covering courses during instructor absence, etc.) (p. 105). Thus, all associate faculty become socialized into a role congruent with the needs of the university and the expectations of the department. The more information in the handbook, the fewer last minute questions.

An Orientation Committee, composed of the Basic Course Director, full time faculty members, associate faculty members and the department secretary, may be a good choice for putting together the handbook for new basic course instructors. This way relevant information from all perspectives can be included. At the very least, consult these sources.

Workshops

Besides the handbook, training sessions or workshops may be used to orient new instructors. These range from relatively informal meetings between the new instructor and the BCD to several hour or multiple day workshops which do intensive teacher training including how to grade student speeches, choosing assignments and practicing lecturing.

For instance, Hugenberg (1993) recommends training associate faculty in grading student performances using videotapes and a standardized grading sheet (such as the Competent Speaker evaluation form). He further proposes associate faculty attend a workshop on teaching tips (lecturing, leading discussion, working with students) with opportunities for practice and feedback.

Mentoring

Another method to help orient and develop new associate faculty members is a mentoring program. Assign a full-time faculty member or an experienced associate faculty person to the new associate faculty member. This gives the new associate faculty someone to consult when problems arise or he/she simply needs to discuss

course ideas. The associate faculty member also begins to establish a support network. The BCD may take on this role him/herself if there are not large numbers of associate faculty. Either way, the mentor needs to be experienced, willing and available to the associate faculty member. Ideally, the associate faculty will visit the mentor's class and vice-versa.

Mentoring has been shown to have significantly positive effects on the career success of new professors and graduate students (Hill, Bahniuk & Dobos, 1989). Similar rewards could be reaped by associate faculty (Hugenberg, 1993; Madsen & Mermer, 1993). However, due to the sometimes temporary nature of the associate faculty position, mentoring beyond the first semester may realize diminishing returns for the time invested.

Which orientation method is best depends on the education and experience of the newly hired instructor and the resources (including other faculty willing to help) available to the BCD. Associate faculty, especially those new to teaching, tend to be quite concerned about the fundamentals, such as how to put the syllabus together and where to find ideas for activities and assignments. According to several associate faculty who have used our handbook, it helps them to overcome these first obstacles. I encourage them to borrow ideas from the handbook and from other faculty members rather than reinventing the course. Some mechanism for helping associate faculty plan their course and make policy, assignment and grading decisions is necessary.

Standardization

Standardization is one system for helping associate faculty make course decisions. How much a basic course should be standardized depends on what purpose the course serves and who teaches it. If the course is required by many degree programs or is a part of a general education curriculum, specific criteria may

have to be met. The BCD may also want to consider the possible impact that assessment (course, program or university-wide) may have on the basic course.

Standardization increases continuity and "quality control" between sections and makes instructors' jobs easier by making many pedagogical decisions for them. It also takes away much of the freedom and many of the opportunities for instructors to take ownership of their courses by "creating" them. All of these factors need to be considered when determining what and how much the basic course will be standardized.

Germani (1993) offers an extensive list of potential advantages and disadvantages that should be considered when making standardization decisions. An abbreviated version of that list includes:

Advantages:

- *Consistent course experience for everyone enrolled in the course
- *Quality control
- *Easier to argue the importance of a basic course when it is taught in a dependable manner
- *Easier to implement changes
- *Consistency; ensures continuity from instructor to instructor and from year to year
- *Easier to train new instructors (prepared course materials etc.)

Disadvantages

- *Highly regulated basic course may not allow for individual deviations
- *Stifles teacher development
- *Morale may suffer

*Encourages counterproductive student behaviors such as plagiarism, files of assignments and absenteeism (since notes can be copied from students in other sections) (p. 149-150).

After considering these advantages and disadvantages, the BCD (in conjunction with other department members) needs to consider how much and what aspects should be standardized. Some areas to consider include:

*Standardization of assignments and their weights

*Use of standardized grading sheets and instructions

*Use of the same textbook across sections

*Standardized syllabus, including absentee policy, approximate time spent on all units of the course, and time of midterm and final examinations

*Standardized midterm and final examination

(Fleuriet, 1993, p. 156)

An effective BCD will standardize the course to maximize the advantages and minimize the disadvantages of standardization. For instance, standardizing such areas as text, attendance, grading policies and exams can provide foundations upon which faculty can create activities, assignments and supplemental materials to tailor the course in their own unique way (Madsen & Mermer, 1993, p. 104).

Indiana-Purdue at Fort Wayne (IPFW) strikes what seems to be a workable balance by providing a standard textbook (determined by a committee which includes associate faculty) and certain minimal guidelines which <u>all</u> faculty are expected to meet:

Fundamentals of Speech Communication Policies: IPFW

1. All COM 114 sections will have a maximum class size of 26.

2. All sections should be required to use the same text.

3. All sections should meet the following course content standards:

a. A minimum of three graded oral assignments; including two student prepared speeches, and one group project.

b. A minimum of two examinations that count for 40% of the students' grade covering both text and lecture material.

c. A minimum of one graded, written assignment.

d. Each area of the course: public speaking, group communication and interpersonal communication, should receive a minimum of three weeks' attention.*

e. A student's grade will reflect performance and knowledge in all three areas of the course.

f. A student must have a passing average (60%) on both exams and non-exam assignments in order to pass the course.

4. All instructors will submit syllabi, assignments and tests to the Basic Course Director.

5. All sections of COM 114, day, evening and summer, will administer a standardized student evaluation.

*Chapters 1, 2, 3, and 4 are not interpersonal communication chapters. They are communication process chapters and should apply to all three contexts. They do not count toward the three weeks spent on interpersonal communication. (COM 114 Policies,

Approved, 1991, IPFW).

The fact that all faculty are required to meet the same criteria not only provides better continuity between sections, it also sends a message to associate faculty that everyone teaching the basic course is held to the same standards, in short, we are "all in this together."

Empowering associate faculty

Whatever method is used, associate faculty orientation needs to begin an ongoing process of training and empowering associate faculty members. Empowering associate faculty is crucial to helping them capitalize on their strengths. When we empower people we offer them some control over their lives and decisions which might affect their lives. Empowering associate faculty means granting them some control over their courses, treating them with the respect they are due rather than as a group of subordinates, and including them in decision making processes that affect their courses and/or professional lives.

Associate faculty are in a peculiar position within the university hierarchy. They are "not quite" faculty, yet neither are they staff or students. They perform the same teaching tasks as tenure track faculty but often are not included in faculty meetings or social gatherings. They are frequently excluded from pedagogical decision making, even when such decision making has a direct impact on their courses (Reed & Grusin, 1989). Associate faculty tend to receive lower pay, no fringe benefits, no chances for promotion and no job security. This situation may cause associate faculty to feel like a fringe population, rather than an important part of the department. Motivating associate faculty to reach program goals or adhere to departmental norms is difficult when they do not feel they are a part of that department.

A first step in empowering associate faculty and making them feel like

department members is encouraging them to take ownership of their own classes in the same manner as other faculty would. Just as it is difficult for substitute teachers or temporary clerical persons to take pride in their work or be motivated to extra effort when they know it is not "their" job and they have no future in which to invest, so it may be difficult for associate faculty to be motivated to extra effort in the classroom.

The BCD needs to help them to "own" their course, and thus be responsible for its success. To begin with, they need to be told that, within certain boundaries, it is "their" class and they should use their own strengths and teaching style to create a classroom conducive to learning. At the same time, they should feel free to come to the BCD (or other faculty, if appropriate) if they have problems, questions, or ideas to discuss. While associate faculty should feel ownership of their course(s), they should not feel adrift.

The BCD needs to reinforce the empowerment of the associate faculty by treating them with the respect they deserve. Associate faculty are adults, many of them successful professionals; "stress the 'faculty' more than the part time" (Reed & Grusin, 1989, p. 30) or the 'associate' in the title. They may not have the educational level and/or teaching expertise of tenure-track faculty. They do, however, bring "real-world" experience that many of us lack. For instance, students at IPFW have opportunities to be taught by associate faculty with experiences ranging from career counseling, investment counseling, and social service work, to corporate communications, assistant prosecuting attorney and broadcasting. Add to this the fact that many of the faculty have been perfecting their teaching of the basic course for ten years or more and the result is diversity of background with focused experience within the basic course! When we factor in the upper level and graduate courses that can be taught by tenure track faculty <u>because</u> we have qualified associate faculty to help cover the

basic course, the importance and the strengths of associate faculty become glaringly apparent Most associate faculty have earned the respect, if not the gratitude, of the rest of the department.

However, attitudes are not enough. Associate faculty need to be empowered by being included in relevant decision making and respected by having their opinions listened to. "The BCD who provides the opportunity for the part-time instructor to co-create course objectives and structures creates an environment where each instructor strives to reach common educational goals and performance levels" (Madsen & Mermer, 1993, p. 103). When asked (via the attached survey), associate faculty most often reported the problem of lack of dialogue with other faculty and not enough knowledge of department events.

In order to accomplish this, some recommend the BCD hold periodic staff meetings with associate faculty instructors (Hugenberg, 1993). According to Hugenberg (1993) these meetings give associate faculty a sense of ownership of the course - along with the BCD. They also offer the BCD the opportunity to gather information regarding students' perceptions of the basic course. Two or three meetings on the same topic may have to be held to accommodate diverse schedules.

Since many associate faculty hold down other jobs, they may have little interest or time for meetings. Of the eight people who responded to this question on a recent survey, five said they would be willing to attend meetings if they were infrequent (once a semester). The other three did not want meetings at all.

In such circumstances, the BCD needs to use other methods for including associate faculty in course decision making. Informal conversations, letters, memos, or surveys are all possibilities. Such efforts communicate respect for the unique experience and perspective of the associate faculty member and add valuable

information to the decision making process. Inclusion, in this way, empowers associate faculty and makes them feel like they are important members of the department, which they are!

Developing associate faculty

Besides empowering associate faculty, the BCD should develop systematic ways to help them improve their teaching skills. Mentoring and standardization can help. However, to be successful, a faculty development program needs to provide opportunities: "(1) for regular association with full-time colleagues, (2) for orientation to the institution, (3) for identification of problems in his or her instructional style, and (4) for the development of additional instructional skills" (Leslie, 1978, p. 83). Of these four, the most ignored in the literature are regular association with colleagues and development of additional instructional skills. We tend to orient and evaluate (identify problems) associate faculty but do not provide systematic support for including them in a collegial atmosphere or helping them improve their teaching, unless the mentoring program is used. Having a mentor provides collegial support and performance feedback with suggestions for improvement. Lacking a mentor program, some ways to provide collegial support are to include associate faculty at departmental meetings and social events. Improving teaching can be accomplished by providing workshops about specific areas of teaching which may concern several associate faculty or holding one-on-one consultations about teaching improvement. The BCD needs to evaluate associate faculty and consider available resources to create a successful faculty development program.

Evaluating associate faculty

Evaluation of associate faculty may be done for purposes of teaching development or as a basis for retention decisions. In either case, specific criteria

should be created (probably the job of another committee) that allows the evaluator to focus on what the department feels is important to good teaching. These criteria also help determine what evaluation method(s) are most appropriate. Choices for evaluation include: student evaluations, self-evaluations, syllabi and other instructional materials, and direct observation of teaching.

Student evaluation

Because of ease of distribution and computation (most are computerized), these are popular (Hugenberg, 1993). Students' opinions should be solicited since they have the most direct experience with the instructor and are in a position to gauge the impact of the associate faculty's teaching. However, it should also be noted that there are mixed results of research exploring the effects of various factors on student evaluations. Some research has found that evaluations were skewed toward men and instructors with dynamic presentation styles, regardless of the actual learning which occurred (Bee, 1993). On the other hand, Cross (as reported in "Final Report," 1994) in a review of this research finds the effects of most characteristics (gender, grade point average, college year, academic ability, age, and grade expectations) were negligible. Class size and type of course requirement (major course, elective or general education) did affect evaluations in the expected directions (classes which were smaller, in the major or an elective were rated systematically higher). There is no research to date which looks at student evaluation scores as a function of faculty status (regular or associate) (Bee, 1993, p. 310). So, while student evaluations are valid indicators of instructor success, it is preferable that they not be the only indicators used, especially for retention decisions. Student evaluations are also more accurately used across a number of sections and semesters. Many of us have experienced a combination of personalities, times or days which created courses difficult to teach

regardless of expertise, skill, or motivation. Thus, a pattern of student evaluations creates a more valid picture of the instructor's abilities. (See Appendix A for a sample student evaluation.)

Self-evaluation

Self-evaluations can be an excellent way to discover areas where an individual or group of associate faculty may need help. For instance, I included a brief self-evaluation along with the survey (See Appendix B) for this paper. I asked four questions (on nine-point Likert scales) about instructor's preparedness, confidence, and absolute and relevant satisfaction with their own teaching of public speaking, small group communication and interpersonal communication. Cronbach Alphas for the three scales were not outstanding, but given the small number of respondents (8) and informal nature of this work, acceptable for our uses. Self-evaluation of public speaking achieved a Cronbach alpha of .57; small group achieved .68 and the interpersonal scale achieved a respectable .89. With only eight respondents, there were still significant differences between the three areas (descriptive statistics reported below).

Instructor self-evaluations of skills and satisfaction in teaching of three areas

	Public Speaking	Small Group	Interpersonal Communication
N of cases	8	8	8
Minimum	33.00	28.00	20.00
Maximum	36.00	36.00	33.00
Mean	35.12	30.31	26.43
Standard dev	1.36	2.78	4.98

Paired sample t-tests yielded significant differences on these self-report measures between public speaking and small group communication ($t = 3.95$; $p <$

.006; df = 7) and between public speaking and interpersonal communication (t = 4.28; p < .004; df = 7). The difference between interpersonal communication and small group communication approached significance (t = 2.12; p < .072; df = 7).

It was interesting to note that students perceived parallel differences in how well they learned the three areas (descriptive statistics below).

Student evaluations of improvement of public speaking, group and interpersonal communication skills

	Public Speaking	Small Group	Interpersonal Communication
N of cases	7	7	7
Minimum	4.15	4.00	4.10
Maximum	4.60	4.40	4.45
Mean	4.43	4.28	4.31
Standard dev	0.18	0.14	0.13

Paired t-tests on student evaluations between the three areas produced results similar to the instructor's self-evaluations. Significant differences were found between student reports of improvement of skills in public speaking and interpersonal (t = 3.10; p < .02; df = 6) and between public speaking and small group (t = 4.86; p < .003; df = 6) but differences between interpersonal communication and small group skills improvement were not significant (t = .834; p < .44; df = 6). Students felt that their public speaking skills improved the most while small group and interpersonal communication skills improved significantly less. Taken together, these two measures seem to indicate small group communication and interpersonal communication as the weaker components of the course. These types of evaluations, then, can yield information for teacher improvement, retention decisions and program improvement.

The BCD can discover where to best allocate resources for in-service training so instructors can feel confident in all content areas and teaching skills. This is especially true in the hybrid course where people are frequently strong in one or two communication contexts but may struggle with the third.

Evaluation of syllabi and other instructional materials (tests, handouts, assignments)

Evaluation of instructional materials can yield information regarding organizational skills, plans to meet course criteria, test construction skills, and appropriateness of assignments given the content and level of the course. For instance, an examination of syllabi for the IPFW basic course showed that several instructors were not spending the required minimum three weeks on interpersonal communication. These instructors were evidently counting the communication theory chapters as interpersonal chapters. This was clarified in subsequent versions of course policies.

The evaluation of instructional materials can also yield information about whether or not associate faculty are establishing demands on students which are consistent with regular faculty. Such consistency issues impact on the integrity (Leslie, 1978) of the course as well as its ability to meet assessment and general education needs.

Direct observation of teaching

Direct observation of teaching is probably one of the best ways to both evaluate and facilitate improvement of associate faculty. Direct observation, actually sitting in on a class(es), allows the BCD or other evaluator to see firsthand how the associate faculty member interacts with students, organizes a class, and answers questions. The BCD can then give the associate faculty member feedback regarding their

teaching strengths and weaknesses.

The BCD needs to consider whether or not to use surprise visits for direct observation. Hugenberg (1993) proposes using unannounced visits, possibly because a more natural teaching style may be observed; the associate faculty member will not be able to prepare a special lesson plan just for the BCD's visit. While this may be true, surprise visits conjure memories of supervisors "checking up" on student teachers. Associate faculty should not feel threatened or subordinated by this visit.

Whether or not the BCD chooses to use surprise visits depends on the type of relationship s/he is attempting to foster with associate faculty members. Trying to develop an atmosphere of collaboration and facilitation may be difficult if the associate faculty member feels that surprise observation visits are being used to "keep them on their toes" in much the same way that pop quizzes are used in the classroom.

In most cases, it is probably more effective and efficient for BCDs to ask the associate faculty member to "invite" them into the classroom. I also encourage associate faculty to invite other faculty (associate or full-time) to observe their teaching so they receive feedback from more than one perspective. Associate faculty may wish to sit in on other faculty courses if they and the other faculty member are comfortable with this arrangement.

Feedback

Even though retention decisions may be a primary purpose for most of these activities, evaluation is much more useful and fosters less suspicion and stress if it is also used to develop associate faculty strengths and alleviate weaknesses. To that end, some form of feedback; written or oral, which discusses strengths, weaknesses and recommendations is crucial, especially for new associate faculty. If possible,

conferences should be held with new associate faculty at the beginning of the semester and at appropriate intervals during the semester (Reed & Grusin, 1989). These conferences should include discussions of student rapport, grading practices/problems, and other concerns of the BCD or associate faculty. A conference should also occur towards the end of the semester to discuss "what worked and what didn't" and create plans for improvement.

Other concerns

Scheduling

An important part of the BCD's job is staffing sections of the basic course. This is complicated by the outside commitments of associate faculty which must be respected. The more sections and personnel, the earlier this procedure should start. At least two weeks before the BCD plans to undertake this job, he/she should solicit scheduling preferences. I generally ask for three pieces of information: 1) how many sections do associate faculty want to teach; 2) when can they teach; and 3) when would they prefer to teach. I ask the last question of all faculty who will be teaching the basic course the next semester.

From this, I compile a grid of sections I can staff using people's preferences. After that, I fill sections from faculty's "can teach" times. Occasionally, I may call associate faculty members and ask them to choose between two alternative schedules; neither of which meets their preferences. For instance, would they rather be done by noon or teach only two days a week? This not only gives them the choice between undesirable alternatives, but also lets them know that their needs matter even if I cannot meet them completely. For our associate faculty people who are relatively stable, I pass on an "ideal" schedule of basic courses to our department chair. This gives him that much more information when scheduling subsequent semesters. When

scheduling preferences are not met, it is probably better to tell those associate faculty via a phone call or face-to-face conversation. A BCD does not need to apologize, since all faculty should know that everyone's preferences cannot be accommodated. However, being autocratic and delivering ultimatums of "teach this schedule or else" (even when such is the case) may earn the BCD an "or else" that means a hiring search.

So hiring needs can be ascertained, tentative agreement to teaching schedules should be solicited early. Cutting down on last minute hires saves headaches and raises the quality of teaching in the basic course.

Grievances

When students have a problem in the basic course, their first recourse should be the BCD. In those situations, the BCD is somewhat caught in the middle. Students have the right to have their grievances heard and, if warranted, acted upon. Yet, the BCD should not undermine associate faculty, especially if a climate of candor and cooperation is a goal. The BCD needs to support associate faculty members and still give students a fair hearing. The BCD should talk confidentially with the associate faculty, listening carefully and demonstrating trust in the associate faculty member. Ideally, the BCD helps the instructor solve the problem (Madsen & Mermer, 1993). Occasionally, the BCD needs to act as negotiator or arbitrator.

A file should be kept of each case listing the grievance and the follow-up. This documents the BCD's actions and provides a history should subsequent students have similar grievances against the same associate faculty member.

Grading

Another concern raised by some is that associate faculty grade systematically easier (higher) than tenure track faculty [Fedler, Counts & Soner, 1989). Fedler et. al.

(1989) looked at adjunct professors in three journalism schools. They found that tenure faculty members awarded A's to F's in a ratio of 7.7 to 1 while adjunct awarded A's to F's at a 12.1 to 1 ratio. The difference in average GPAs for classes was less than a tenth of a point: 2.90 for associate faculty and 2.81 for tenure faculty. No significance tests were reported.

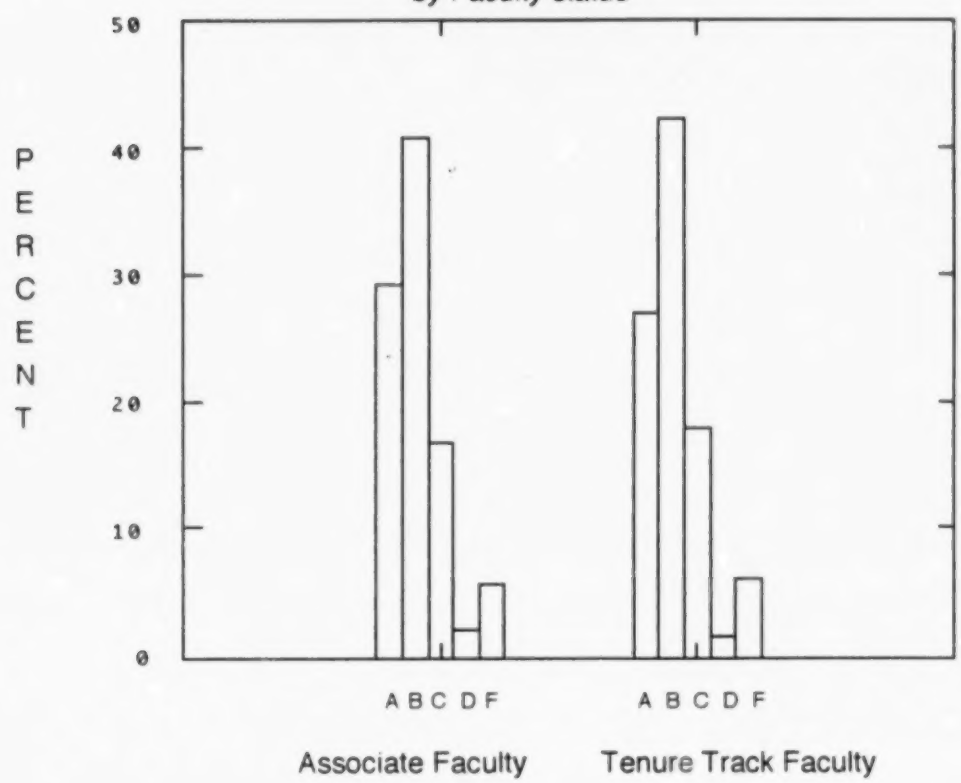
To investigate this concern, I analyzed 37 sections of the basic course at IPFW from Fall '93, Spring '94 and Summer '94, comparing tenure track faculty and associate faculty. While there were differences based on faculty status when looking at A to F ratios (Associate faculty had a 5 to 1 while regular faculty had a 4.6 to 1 A to F ratio), a statistical analysis of average GPA per class between associate and regular faculty demonstrated no significant differences (See bar graph and table below for descriptive statistics and results of the t-test). In short, at IPFW, there was no evidence that associate faculty grade significantly "easier" than regular faculty

Statistics and T-test on Average GPA by Faculty type

Faculty status	N	MEAN	SD
Associate Faculty	24	2.89	0.45
Tenure Faculty	13	2.87	0.49

$t = 0.13$ $df = 35$ $p = 0.90$

Comparisons of grade profiles (Percentage A, B, C, D, F) by Faculty status



Conclusion

The lack of research on part-time/associate faculty in communication and, particularly, in the basic course was dismaying. Given the numbers and possible influence of associate faculty on the basic course, more research is certainly needed. Lacking such research, a good deal of this paper offers advice from authors who are or have been directors and anecdotal evidence from my own experience as both an associate faculty member and basic course director. I hope that papers such as this will inspire more research and dialogue among basic course directors.

It is important that the BCD give serious consideration to the processes of hiring,

orienting, developing and evaluating associate faculty. Associate faculty offer a unique set of challenges to the Basic Course Director. Because they are not traditional academics, they often bring a refreshingly different perspective to the classroom and the department. The key to effectively directing associate faculty is the key to effectively directing the basic course, treat people (colleagues, students etc.) with respect, honesty and openness. Associate faculty are a unique group of instructors with a worthwhile contribution to make to the basic course; in short, a rich resource to enhance the basic course.

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APPENDIX A:

Sample student evaluation form

INSTRUCTOR AND COURSE APPRAISAL: COM 114

Please read each statement carefully, then select one of these five alternatives.

5	4	3	2	1
Strongly agree	*Agree*	*Undecided*	*Disagree*	*Strongly Disagree*

1. The instructor was knowledgeable in this area
2. The instructor was enthusiastic and interested in the material
3. The instructor used good examples and illustrations
4. Difficult material was explained well
5. The instructor challenged me to think critically
6. The instructor was available to me if I needed help
7. Assignments were clearly explained
8. Course assignments aided my learning
9. Oral assignments were appropriate to meet the goals of this course
10. Exams and quizzes accurately assessed my learning
11. Grading was fair
12. I was encouraged to ask questions in class
13. I can apply information/skills learned in this course to everyday communication
14. I was motivated to do my best work
15. The text for this course was understandable
16. The text for this course was interesting
17. I improved my interpersonal communication skills
18. I improved my group communication skills
19. I improved my public speaking skills
20. Because of this course, I plan to take further communication courses

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20. On the back of the answer sheet, please list what you liked most about this class and why.
21. On the back of the answer sheet, please list what you would change about this class and why.

Thank you for your time and cooperation.

APPENDIX B:

Associate faculty survey

ASSOCIATE FACULTY SURVEY

The following information is being gathered for three purposes. 1) To determine what I can do to better serve your needs and enable you to be the "best you can be"; 2) To prepare for a panel for the national convention of Speech Communication Association on Directing the Basic Course; 3) To prepare for a panel for the convention of Central States Communication Association next year on incorporating interpersonal communication into the basic course. To meet these goals, I need your help. Specifically, I need two things from you: 1) Your answers to these questions and 2) your permission to use the evaluation forms from your courses to make some comparisons with this survey and syllabi. Once I have the information, all names will be removed (your data will be anonymous). I realize that, as director, I already have access to most of this information. However, I will not use this information for research purposes without your permission. Information from this survey will only be used for research and improving the course. If at all possible, I would appreciate having your results by the end of finals week. Thank you for your cooperation.

I would also like to urge you to make comments either written or oral if there are problems that I need to pay attention to or if you have ideas for improving the basic course or some aspect of the basic course. Most of you have been here much longer than I. I welcome your input.

Marcia D. Dixson

Teaching the PUBLIC SPEAKING component of the basic course:

How well prepared do you feel to teach this aspect of the course?

1 2 3 4 5 6 7 8 9

Not prepared at all — Very prepared

How much do you enjoy teaching this aspect of the course?

1 2 3 4 5 6 7 8 9

Not at all — Very much

In comparison with the other two major areas of the course, how would you rate your teaching of this aspect of the course?

1 2 3 4 5 6 7 8 9

Worse than the other two — Best of the three

How confident are you in your teaching of this aspect of the course?

1 2 3 4 5 6 7 8 9

Not confident at all — Very confident

Teaching the SMALL GROUP DISCUSSION component of the basic course:

How well prepared do you feel to teach this aspect of the course?

1 2 3 4 5 6 7 8 9

Not prepared at all — Very prepared

How much do you enjoy teaching this aspect of the course?

1 2 3 4 5 6 7 8 9

Not at all — Very much

In comparison with the other two major areas of the course, how would you rate your teaching of this aspect of the course?

1 2 3 4 5 6 7 8 9

Worse than the other two — Best of the three

How confident are you in your teaching of this aspect of the course?

1 2 3 4 5 6 7 8 9

Not confident at all — Very confident

Teaching the INTERPERSONAL COMMUNICATION component of the basic course:

How well prepared do you feel to teach this aspect of the course?

1 2 3 4 5 6 7 8 9

Not prepared at all — Very prepared

How much do you enjoy teaching this aspect of the course?

1 2 3 4 5 6 7 8 9

Not at all — Very much

In comparison with the other two major areas of the course, how would you rate your teaching of this aspect of the course?

1 2 3 4 5 6 7 8 9

Worse than the other two — Best of the three

How confident are you in your teaching of this aspect of the course?

1 2 3 4 5 6 7 8 9

Not confident at all — Very confident

Other aspects of teaching the basic course:

1. At this time, do you incorporate any intercultural issues/activities into your course? If so, could you briefly describe one or two of these?

2. At this time, do you incorporate gender issues/activities into your course? If so, could you briefly describe one or two of these?

3. Associate faculty are in somewhat of a unique position. Do you see any problems associate faculty have that other faculty do not?

What, if any, strengths do you see that are unique to associate faculty (i.e., specific assest that associate faculty bring to the classroom that other faculty may not)?

4. Would you like more or less involvement with:
full-time faculty?

other associate faculty?

decisions affecting the basic course (texts, test out procedures, course organization and content)?

5. Would you be interested in having meetings about the basic course? Yes No. If yes, what would you like to see happen in such meetings?

If yes, who would you want to attend such meetings (just associate faculty, the director, the department chair, other faculty teaching the course).

If yes, how often would you like such meetings to occur? (Monthly, bi-monthly, once a semester, once a year)

6. Any particular problems you would like to see addressed?

7. Other comments:

I give my permission for the information in this survey, from my syllabi and my course evaluation forms to be used for research and improving the basic course provided all such information, once gathered and coded, remains anonymous.

_____ _____

Signature Date